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ABSTRACT

The importance of the incorporation of affective education into present school curricula is discussed in the contexts of (a) historical antecedents and (b) problems caused by the lack of attention paid to the role played by feelings and emotions in a child's learning, growth and development. Three challenges facing an educator who wants to incorporate affective education into a school system are defined as: (1) setting goals and objectives relating to the self as well as others; (2) developing the curriculum through a systems approach; and (3) evaluating the curriculum through criterion tests of student achievement and strategies which focus on changes in the learner, school environment, or community. Examples of some educational systems or projects employing these ideas are given. (SDH)

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HUMAN RELATIONSHIPS SKILL TRAINING: TRENDS, ISSUES, PROGRAMS

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Affect has been defined in a Dictionary of Psychology, (Drever, 1952) as "any kind of feeling or emotion attached to idea or idea complexes." Certainly, an individual's feelings or emotions are prime factors in determining his thought and behavior and yet emotions and feelings have been ignored to a large extent in educational curriculum. Today, many educators are seeking ways to infuse present day curriculum with considerations for the affective development of the learner. To understand the reasons for this upsurge in interest, a brief look at history seems necessary.

In historical perspective, the writings of John Dewey (1938) provided the impetus for early affective education programs in the U.S. His concerns for experiential learning and the development of the "whole child" dominated American education for approximately 20 years. Dewey held that "a curriculum which acknowledges the social responsibilities of education must present situations where problems are relevant to the problems of living together. The notion that the "essentials" of elementary education are the three R's mechanically treated, is based upon ignorance of the essentials needed for realization of democratic ideals." The influence of Dewey was also felt in the writing of objectives for general education in the 1950's. Kearney (1953)

first developed a series of elementary school objectives and was followed by French and associates, (1957) with behavioral goals for general education in high school.

The concern for general education suffered a mortal blow with the orbiting of Sputnik in 1957. A focus on science and technology and a return to "basic" education was a direct result of this furor. The U.S. government's massive assistance program to education through the National Defense Education Act also dictated the course of American education through the next decade.

The focus on science and technology began to be questioned when riots and dissent became fixtures on the educational scene. For many complex reasons, American education stood indicted for failure to provide experiences which have relevance for today's society. When American education responded to Sputnik in 1957, priorities were agreed on and science and technology received tremendous emphasis. Today, the situation is different. There is general agreement that the schools are not meeting the needs of today's society but wide disagreement as to what schooling is all about. Scores of influential individuals and a wide variety of pressure groups have castigated the system. At the same time they have offered diverse solutions, many of which have never been empirically tested. As a result, many educators, while conscious of the fact that schooling is not meeting today's needs, are uncertain as to which way to proceed. They are caught in a difficult dilemma; how to be responsive to demands for changes when there is uncertainty as to whose criticisms are relevant and as to which of the proffered solutions will lead to a more meaningful educational system.

Another unique feature of the present crisis is the fact that American schools have been successful in making improvements beyond what anyone thought possible 25 years ago. The system did respond magnificently to the mandate given after Sputnik and turned out "masses of intellectuals" who today are themselves critical of the system that produced them. We can truthfully say that when we talk about the cognitive domain we have a tremendously effective technology. Our technology in the affective area is much less well advanced.

It appears that despite our increasing affluence, the country will remain in the throes of conflict over morality in Government, race, poverty, crime, energy, inflation, etc. As improvements are made, expectations are established for further improvements and when these improvements are slow in coming, acrimony results.

We apparently have become "supersensitive" in our perception of things that need to be altered or changed. Max Ways (1968) feels that we used to see things as better than they were, i.e., "Bright Perception." Now he argues that we see things as being worse than they are, i.e., "Dark Perception." Certainly we are more sensitive to the sickness in our society and perhaps the sensitivity has been long overdue. We have also come to expect schools to better prepare students to cope with the continuing confrontations.

Charles Silberman (1971) holds that education is in trouble because it has failed in this respect. He argues that "what tomorrow needs is not masses of intellectuals, but masses of educated men--men educated to feel and to act as well as to think."

His comments get at one aspect of the dilemma faced by educators. To what extent should feelings be accounted for in education? Certainly, the clearly mandated purpose of education in the 1960's was to work towards cognitive development. The orbiting of Sputnik in 1957 forced the American education system to focus on science and technology. Interestingly enough, Jerome Bruner, (1971) whose writings provided the impetus for the curriculum projects which were designed to turn out "masses of intellectuals" now decries that trend and reports in a recent paper that given a choice in terms of a curriculum project for the seventies "it would be to find a means whereby we could bring society back to its sense of values and priorities in life."

Bruner's comments seem to point up the growing realization that the curriculum projects which occupied much of the 60's, ignored to a large extent the affective development of the learner. William Glasser (1969) comments "In a world overwhelmed by social economic and political problems, education seems bent either in denying to students to existence of these problems or implying that they are solved--a total break with the intense realities of our troubled times."

In defense of education, it may be said that schools are the creatures of the societies they operate in and this narrow specialized focus of education has been required or mandated by the society. Today, a lot of people are disenchanted with this focus. They are angry because they feel that growth involves much more than the mere accumulation of information. They want growth in understanding themselves, in developing effective

interactions with others, and in emotional honesty.

It is frightening to contemplate the ever widening array of emotionally laden choices which individuals face in today's society. Individuals are asked to make decisions which in a sense, were made for them by their parents occupation, religion or status within a social system. Today's student thus confronts decisions which he wants the educational system to help him with and not make for him. He is asking, "Who am I?," "What do I want to be?," "What values do I hold to?," not as "somebody" tell me questions but as questions, the answers to which can give purpose and meaning to his life. This is especially true in today's pluralistic society.

It is in the above areas that a developmental program in affective education areas can be most useful. Those who are engaged in the development of curriculum which recognizes the important role that feelings and emotions play in learning, growth and development have a mandate and some challenges.

The first challenge relates to setting goals and objectives in affective education areas. In designing educational experiences, our current emphasis on accountability dictates that we establish measurable goals and objectives. While humanists such as Ebel (1970) reject the behavioral objective approach to education and see dehumanizing effects in their use, Landers (1971), has pointed out that such an approach actually promotes human interests and values in the education process.

It does seem to behoove proponents of humanistic education programs to utilize the technology that has made instruction in the cognitive domain so effective.

Krathwohl, Bloom and Masio's (1964) classification of affective objectives represented an important first step in the objective setting process. Although their classification of objectives along a continuum from lowest to highest presented a restricted view of affective behavior it did stimulate a great deal of research and development. In addition to the objectives classified under their system, a fourth dimension the conative which includes all goal directed activity, has been postulated by personality theorists. There is a complex interelationship between affective and conative dimensions and they are often categorized under one heading.

In the human relationships area, we can specify two major categories for setting goals and objectives. One category relates to self and the other relates to others.

1. Self	2. Others
I Self Concept	I Interpersonal Effectiveness
II Personal Adjustment	II Intercultural Understanding
III Personal Skills and Abilities	III Social Responsibility

For each category we can then specify goals and objectives for guiding the development of systematic educational programs. Comparing the outline with most of the educational programming done thus far in the affective area reveals that the self has received the most emphasis in current curriculum efforts. Efforts in dealing with others have concentrated on interpersonal effectiveness with limited emphasis on social responsibility and very limited emphasis on intercultural understanding. The sight of some powerful, ruthless men concentrating on saving themselves

at the country's expense should be an object lesson here.

In developing goals and objectives then, a two faceted emphasis is needed. One is to rewrite our present goals and objectives relating to self and interpersonal effectiveness in measurable performance terms and the second is to develop performance goals and objectives in the two neglected areas, i.e., social responsibility and intercultural understanding.

Challenge number two relates to curriculum development. If we buy into the idea that the affective component in curriculum needs a massive research and development effort, then we must specify means to achieve our goal. For the writer, the systems approach to education and training provides guidelines for action. If we follow this approach, we pursue the following course of action.

1. We define the need for curriculum development and establish preliminary requirements for course development through a data collection process.

2. We derive a course mission statement which specifies who is going to be educated and what he is going to be educated to do. (outcome)

3. We conduct a task analysis to determine the behaviors we want our students to emit either by:

   A. Examining current instructional and curriculum design materials.

   B. Observing someone emitting the behavior.

   C. Simulated analysis (imagining someone performing the actions)

   D. Interviewing successful performers.

perhaps best represented by the British Primary School model which is being implemented in many sections of the country. These programs are based on a philosophy enunciated in the Plowden report (1967) which says that "children need to be themselves, to live with other children and grownups, to enjoy the present, to get ready for the future, to create and to love, to learn to face adversity, to behave responsibly, in a word to be human beings." The "learning center" environment created by the British open school model enhances both the cognitive and affective development of the learner.

A note must be made here of the opposition to some aspects of human relationships curriculum. Part of this opposition is based on the Orivellion notion that if we deal with emotion, values and attitudes we tend to indoctrinate or "brainwash" students. The point is clear, however, that affective curriculum has to be based on clear cut and well defined goals and objectives and this is another argument in favor of the systems approach to curriculum design.

A third challenge is closely related to the other two. It concerns our need to develop evaluation strategies which demonstrate the effectiveness of affective programs. The search for such strategies requires a two pronged approach. In the systems approach, criterion tests which aid in both placement and evaluation are an integral part of program development and provide objective evidence as to levels of specific skills development. In other approaches to curriculum development, evaluation strategies may focus on changes in the learner, changes in the school environment or changes in the community. A recent

4. We determine our training tasks. We do this by deciding which behaviors lend themselves to school instruction and which are most effectively learned in other interpersonal situations.

5. We develop training objectives, and criterion tests which aid in placement and evaluation.

6. We select media and methods of instruction and prepare instructional (curriculum) guides.

An example of curriculum developed following this approach may be seen in the Antilles School System's development of a cultural awareness course for eighth grade students. They defined the need for such a course through a data collection process and then followed the systems approach in designing their curriculum. Their product represents a first attempt to formally introduce intercultural understanding into the curriculum.

Another important aspect of curriculum development relates to whether we should have specific courses to teach human relationships skills or whether such skill development should be embedded in the total curriculum. The university of Massachusetts Center for Humanistic Education, (1969) has pioneered in the development of specific curriculum units developed around terminal objectives. The Development and Research Project in Confluent Education (1971) has developed learning experiences which integrate affective learning with cognitive learning. Their project has worked extensively in curriculum development in secondary education emphasizing english and the social sciences. Attempts to restructure traditional classrooms to offer a more supportive environment for programs in affective education are

Interstate Educational Resource Service Center publication (1974) is of great value in the above areas. This project has produced documents which review all available instruments in the area according to data categories and variables measured. They have also pioneered in the development of instruments which utilize student self report data in collecting information on programs in self concept, personal adjustment, personal skills and abilities, interpersonal effectiveness, intercultural understanding and social responsibility areas.

Some innovative evaluation strategies have also been conceived as part of a Louisville, Kentucky public schools project to "humanize" education in the Louisville public schools. Their program which is a total school system program based on concerns for students as individuals has resulted in evaluation data showing lowered dropout rates and higher teacher, student and parent morale.

Evaluation provides data to decision makers regarding the value of specific programs. Programs in affective areas have to be doubly concerned about developing innovative ways to provide data which demonstrates the worth of these programs.

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